

# Crossing

---

A PUBLICATION OF ROXBURY COMMUNITY COLLEGE • VOL.2 No 2 • MARCH 1995

## ACCREDITATION SPECIAL EDITION

### Questions & Answers

#### **Q: What is Accreditation?**

**A:** Accreditation is the granting of approval to an institution of learning by an official review board after the institution has met specific standards. The accreditation process involves two main stages: self-study report and site visit. The self-study report is prepared by an institution that applies for accreditation or reaccreditation. The site visit is conducted on the campus by a group of professionals in various fields. All institutions must be reviewed at least once every ten years.

#### **Q: Who are the accrediting agencies?**

**A:** There are five regional accrediting agencies in the United States: New England Association of Schools and Colleges, established in 1885; Middle States Association of Colleges and Schools, established in 1887; Southern and North Central Association of Colleges and Schools, established in 1895; Northwest Association of Colleges and Schools, established in 1917 and Western Association of Colleges and Schools, established under a different name in 1924. With variation, each accrediting agency

has commissions on institutions of higher education, of secondary education and of technical education.

RCC will be reviewed and reaccredited by Commission on Institutions of Higher Education of New England Association of Schools and Colleges (NEASC).

#### **Q: What is self-study?**

**A:** Self-study is at the heart of the accreditation process. Effective self study serves both internal and external purposes. It encourages institutional improvement through rigorous self-analysis and provides a basis for the Commission's evaluation in accordance with its Standards for Accreditation. The written product of the self study process is a document entitled Self-study Report.

#### **Q: What is the format of the Self-study Report?**

**A:** A comprehensive institutional self-study report addresses the eleven standards of accreditation in a narrative of approximately 100 single-spaced or 200 double-spaced pages. The Commission asks the institution to address these standards by utilizing the triad of DESCRIPTION, APPRAISAL and

PROJECTION. By organizing the chapters of the self-study report on each standard according to these three variables, the institution is afforded the opportunity to describe the status or condition of each area of concern, to assess its strengths and identify opportunities for improvement and then project how the institution plans to address these concerns in the future.

#### **Q: What are Standards of Accreditation?**

**A:** The Standards of Accreditation are the constructs that guide self-study. The Commission on Institutions of Higher Education, in consultation with institutions, develops these standards. It completed the revision of its Standards in January 1992. The new standards contain eleven criteria. They are: Mission & Purpose, Planning & Evaluation, Organization and Governance, Program and Instruction, Faculty, Student Services, Library and Information Resources, Physical Resources, Financial Resources, Public Disclosure and Integrity. An institutional self-study report is developed in response to these standards, thus containing eleven chapters.

**Q: What is site visit?**

**A:** Site visit is evaluation and substantiation of an institutional self-study report. It is conducted on the campus by the site visit team. The Commission organizes the team by inviting experts in the various fields to the campus to provide a three-day period of voluntary evaluation and consulting service. It is the Commission's policy that team members should

be from outside the state. The Commission's criteria for appointing team members include: expertise in the field, ability to understand institutional culture and willingness to provide the service. The size of the team is generally in proportion to the size of the institution. The site visit usually begins Sunday afternoon and ends Wednesday afternoon. During the intensive three-day visit, the team

will review institutional files and documents, tour the campus, meet with faculty, students, staff, the board of trustees, and other individuals who may assist the team in evaluating the institution.

**Q: When does the team visit RCC?**

**A:** The team will visit RCC between April 9-12.

**Q: Who are the team members?**

<b>Team Member</b>	<b>Primary Area of Responsibility (Standard Number)</b>	<b>Secondary Area of Responsibility</b>
Rafael Cortada (Team Chair) President of Central Ohio Technical College, OH	Mission & Purpose (1)	Board of Trustees
Robert Berg Dean of Administration Middlesex Community Technical College, CT	Financial Resources (9) Physical Resources (8)	Computer Resources Human Resources
Gwen Dungy Associate Director of Curriculum and Faculty Development Association of American Colleges and Universities, Washington, DC	Faculty (5) Integrity (11)	Evening Class offerings
Arthur Harris Dean of Academic Affairs New Hampshire Technical Institute, NH	Planning & Evaluation (2) Organization & Governance (3)	
Michael Labet Professor of Business Naugatuck Valley Community- Technical College, CT	Program & Instruction (4)	Boston Business School Site Continuing Education
Robert Lemelin Director of Learning Assistance Systems University of Southern Maine, ME	Program & Instruction (4)	Developmental Education
Frederick Miller Dean of Student Affairs Community College of Allegheny County, PA	Student Services (6) Public Disclosure (10)	Off Campus Sites
Ruth Souto Circulation Librarian Community College of Rhode Island, RI	Library & Information Resources (7)	

## **Q: Who are on the RCC Self-study Steering Committee?**

### **CO-CHAIRS:**

Jianping Wang	Special Assistant to the President
Sandra Vaughn	Dean of Curriculum and Instruction

### **MEMBERS:**

Charles Rubin	Vice President of Fiscal and Management Affairs
Bruce Rose	Vice President of Academic and Student Affairs
Lynda Allen	Departmental Chair of Early Childhood Education
Monica Bond	Acting Dean, Learning Resources and Academic Resources
Marie Burch	Secretary, Nursing Department
Barbara Burgess	Dean of Student Development
Gail Burroughs	Executive Assistant to the President
Nadine Dowling	Associate Vice President of Administrative Services
Jose Gonzalez	Professor, English as a Second Language
Trich Kruza	Budget Director
Hattie Reid	Vocational Educational Counselor/Academic Advisor to Disadvantaged Students, Division of Continuing Education and Community Services
Bruce Scott	Professor, Humanities
Magueye Seck	Alumnus, Social Sciences
Sandra Siber	Professor, Business and Technology
Hugh Stringer	Professor, Business Technology
Nancy Teel	Professor, English
Paul Willenbrock	Dean, Division of Continuing Education and Community Services
James Yong	Director of Financial Aid

### **STAFF:**

Jeremy Ryan	Secretary
-------------	-----------

## **C r o s s i n g   P r o d u c t i o n   S t a f f**

**Editor**  
*Jianping Wang*

**Designer**  
*Boris Tabmasian*

**Typist & Distributor**  
*Jeremy Ryan*

*All contributions are from the Editor unless otherwise specified.*



# Highlights from Self-Study Report

S T A N D A R D O N E

## MISSION AND PURPOSE

- 1973 RCC opened its doors to 400 students on Washington Street
- 1978 Acuerdo - the participatory governance body established
- 1982 College at the 625 Huntington Avenue site
- Student population grew
  - Learning Resource Center opened
  - Three presidents served during 1980-1989
- 1989-92 Four presidents served RCC
- 1992 Grace Carolyn Brown appointed President
- 1992 March - last focused visit by NEASC
- Concerns are:
    - 1) BBS/LRC
    - 2) DCE
    - 3) Data/Planning and evaluation
    - 4) Student Assessment
    - 5) Facility Utilization
    - 6) Fiscal Constraints
- 1992 Computer master plan developed
- 1993 One College concept adopted
- 1994 Climate surveys conducted
- Total quality management introduced
  - Inner city neighborhoods served: Roxbury, Mattapan, Dorchester, Jamaica Plain, the South End, Mission Hill and Chinatown

### 3000 Students

- Age range 16 to 70
- Average Age 30
- Most RCC students work full or part-time
- Strong emphasis on Liberal Arts
- Certificate programs
- English-as-a-Second Language
- G.E.D.
- Bilingual courses
- Community education

Transfer compacts enable RCC graduates to gain admission to the state's public four-year institutions.

### New Program Proposals

- Mortgage Lending Training
- Physical Therapy Assistant
- Medical Instruction Technology

- Biology Technology
- Environmental Technology

Mission Statement Revised in 1993

Student Faculty Ratio 18:1

State appropriations declined from \$8 million in FY'88 to \$6.9 million in FY'91 and rose again in FY'95 to \$7.7 million

State appropriated \$1.9 million for state-of-the-art computer system 1994

---

S t a n d a r d T w o

---

## PLANNING AND EVALUATION

1992 Grace Carolyn Brown appointed President

1993 Five-year strategic plan adopted - 8 priority areas:

- 1) Expand academic program offerings
- 2) Strengthen the academic quality of courses and instruction
- 3) Strengthen pre-college instruction and student support
- 4) Strengthen administration and organizational operation
- 5) Expand continuing education program and community services
- 7) Strengthen fiscal stability
- 8) Strengthen capacity for institutional renewal development

1993-94 Review of the Acuerdo governance system

1992 Enrollment Management Council established

1994 Board evaluated the President

Annual Board Retreat, Spring

Enrollment rose from 1,806 in 1991 to 3,191 in fall 1994

College Quality Council established in 3/94

- ensure quality management particularly in enrollment & student services

Five Academic Divisions

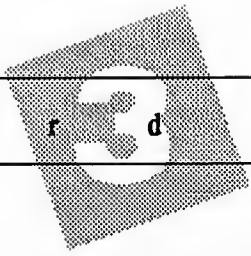
- Liberal Arts
- Business and Technology
- Nursing
- Math and Science
- English/ESL

Climate Surveys - 80% (140-175) of College employees participated

PACE ( Personnel Assessment of the College Environment)

CESTA ( College Environmental, Structural and Technical Assessment)

- One of 15 Community Colleges in Mass.
- Operates by Mass. General Law Chapter 15A
- Under the direction of the Higher Education Coordinating Council
- The Secretary of Education provides direction to the public higher education system



## ORGANIZATION AND GOVERNANCE

RCC Board of Trustees has 11 members appointed by the governor. One member is a Student Trustee, elected by the students. Board responsibilities include:

- reviewing and overseeing the implementation of the College's mission
- setting and reviewing institutional policies
- ensuring financial solvency
- delegating to the President the authority to implement Board policies
- creates its own Bi-laws
- meets monthly from September to June
- Board meetings open to public except for executive sessions

Acuerdo- (participatory governance body) has five assemblies

- Administration; faculty; professional, classified/confidential staff and students
- 11 standing committees (representatives elected by each assembly)

MACER (Management Association Committee on Employment Relations)

- Union/administration board for discussing and resolving possible conflicts between faculty and administration.

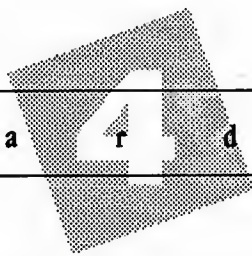
AFSCME (American Federation of State, City, and Municipal Employees)

- classified staff are covered by this contract

DCE (Division of Continuing Education)

- Includes off campus, continuing education, weekend, summer and evening programs on both campuses
- GED classes are also under DCE
- Dean of DCE

SGA (Student Government Association)



## PROGRAM AND INSTRUCTION

RCC offers Associate in Arts(A.A.) and Associate in Science(A.S.) degree programs. A.A. degree programs offer six concentrations:

- |                       |                    |
|-----------------------|--------------------|
| • Biological Sciences | • English          |
| • Mathematics         | • Physical Science |
| • Pre-Nursing         | • Social Sciences  |

A.S. degree programs offer

- Business
- Early Childhood Education
- Office Technologies
- Computer Technology
- Computer-Assisted Drafting(CAD)
- Nursing

RCC also offers one-year certificate programs in

- Business
- Computer-Assisted Drafting(CAD)
- Computers
- Word-Processing

Pre-college courses are offered to those who need

The College has a Division of Continuing Education and Community Services (DCE). The Division offers two types of programs

- evening degree and certificate programs
- non-credit programs

RCC's graduation requirements include

- a general education core total of 36 credits for students seeking the A.A. degree and a total of 26 credits for those pursuing the A.S. degree
- a minimum of 2.0 (out of 4.0) GPA in college-level courses

Students must have received a grade of C or above to earn transfer credits. RCC will accept a maximum of 30 transfer credits toward an associate's degree.

RCC participates in Massachusetts Commonwealth Transfer Compact and currently has transfer and articulation agreements with

- Historical Black Colleges and Universities (Cheyney University, Delaware State College, Florida A&M University, Hampton University, Howard University and Tuskegee University)
- Boston University's School of Engineering
- Framingham State College
- UMass/Boston's School of Nursing
- Wheelock College

RCC offers six levels of ESL courses

---

S t a n d a r d F i v e

---

## F A C U L T Y

As of fall, 1994, RCC has 72 full-time and 150 part-time faculty. Approximately 59% of the full-time faculty have been with RCC for ten years or more.

The Faculty is unionized and protected by relevant collective bargaining agreements.

Non-tenured full-time faculty are evaluated annually and tenured faculty are evaluated biannually by students and division chairs. Part-time faculty are evaluated by division chairs and students as well.

---

S t a n d a r d S i x

---

## STUDENT SERVICES

RCC maintains open door admissions policy in all of our programs except nursing

Cross-registration is provided by CAPS to the following institutions:

- Northeastern University
- Massachusetts College of Art
- UMass/Boston
- Simmons College
- Wheelock College
- Suffolk University

Each year over 20 students take advantage of this opportunity

Offices in student service area are equipped with bilingual staff

Exit interviews and surveys are conducted annually with graduates

RCC established the Assessment, Placement and Outcome Office in September 1992

Current student Clubs include

- Alpha Xi Phi Fraternity
- Caribbean Club
- Computer Club
- Choral Society
- Haitian Club
- International Committee Against Racism
- Phi Theta Kappa Honor Society
- Union Estudiantil Latino Americana
- President's Hostess Club
- Radio Club
- Science Club

RCC has Men's Baseball, Men's Basketball, Women's Basketball, and Men's Track and Field and Women's Track and Field

RCC has an on-campus clinic

---

S t a n d a r d S e v e n

---

## LIBRARY AND INFORMATION RESOURCES

LRC occupies two floors in Academic Building and provides 69 open study seating spaces, 8 study carrels and 10 leisure seatings.

LRC holds 22,844 titles and has a collection of periodicals, CD-ROM indexes and other media materials.



## PHYSICAL RESOURCES

RCC Columbus campus has four buildings

- 90 classrooms
- Cafeteria
- Bookstore
- Student lounge
- 60 faculty offices
- 100 seat lecture hall
- Media Art Center auditorium 500 seats
- Television studio
- Music practice rooms
- Dance studio
- Office spaces

BBS campus (989 Commonwealth Ave) has

- 18 classrooms
- 6 labs
- 6 offices
- ALRI (5 classrooms)

Reggie Lewis Track and Athletic Center has

- field house
- weight/fitness room
- gymnasium
- dance studio
- training room
- classroom
- equipment
- seminar rooms

- |      |   |
|------|---|
| 1984 | BBS campus became affiliated with RCC     |
| 1990 | BBS buildings were leased to RCC          |
| 1993 | First permanent bookstore opened          |
| 1993 | Media Arts Center opened for full service |
| 1993 | Child Care Center opened                  |

## FINANCIAL RESOURCES

RCC receives its primary financial support from the state appropriation. The FY'95 State appropriation is \$7.7 million. Additional \$523,719 is appropriated for the start-up operation of the Reggie Lewis Track and Athletic Center. Tuition rates are set by HECC and student fees are established at the insitutional levels.

Student fees were increased by 2% in FY'94. RCC remains the 3rd lowest of all commonwealth community colleges in student fees.

1993-94 1,749 students received a total of \$3,598,296 in financial aid, a 65% of all RCC students.

RCC Foundation was created in 1983.

The College received an approval of a grant from Balfour Foundation for \$650,000.

---

S t a n d a r d T e n

---

## P U B L I C D I S C L O S U R E

RCC has the following major publications:

*College Catalogue* - primary college recruitment publication

*Course Schedules* - courses for all college programs on every campus

*Student Handbook* - published annually

*Crossing* - the college wide monthly newsletter, published by the Office of the President - 1st issue in December 1993

*The Legislative Briefing* - annual report to the legislature on the state of the College, published by the Office of the President.

The College has several departmental newsletters

---

S t a n d a r d E l e v e n

---

## I N T E G R I T Y

Approximately 50 countries and regions are represented among our students, faculty and staff.

1994 Roxbury Community College Affirmative Action/Equal Opportunity/Diversity Plan was developed.

1994 RCC adopted non-discriminatory rental policy.

## President of Roxbury Community College Joins NEASC Executive Committee as Chair of School/College Relations Committee

**D**r. Grace Carolyn Brown, President of Roxbury Community College (MA) since 1992, assumed the chair of the School/College Relations Committee on August 1. Dr. Brown succeeds Vincent Ferrandino, new CEO of the NEASC and former chair of the committee. As chair, Dr. Brown will become a (non-voting) member of the NEASC Executive Committee.

Dr. Brown is enthusiastic about chairmanship of and service on the committee because she views education as "a continuum that requires a systemic approach to policy, curriculum and faculty development from kindergarten through graduate school."

The newest member of the NEASC's Executive Committee leans forward slightly and looks out the office of her window as she reflects on urban education. "Educators in urban areas must make a special effort to empower people. The quality of life for students and their families will improve only when they can surmount the barriers of language, culture, race and poverty and learn to manage their own environments. As educators, we are responsible for helping students to take control of their lives and their futures."

She recounts stories of past students who have slowly climbed the career ladder step-by-step. Often community college students hesitantly sign up for a one-year certificate program, complete it, get a job, and find that they want to return to college part-time. Many go



on to receive multiple academic degrees. She smiles with satisfaction while remembering students who discovered that mental exercise feels as good as a rigorous physical workout.

Dr. Brown has served on numerous local, city and state committees. She is also interested in international education. This summer she traveled to Israel with other leaders from the Boston area. Within the U.S., her activities range from service on the Adult Education Committee convened by the Massachusetts Secretary of Education, to the 1993 nominating Panel for the Boston Public School Committee, to a leadership council that oversees the United Way's Success by Six program (which works to ensure readiness for elementary school).

When it comes to early childhood education, Dr. Brown has her own personal preschool advisor. Four-year-old Julie bounces into the room, briefly attaches herself to her mother's skirt, and whispers in her ear before disappearing with another burst of energy. Although Dr. Brown works long hours at the college, Julie is often at her

mother's side at college functions. Julie is clearly part of the supportive college family in which her mother so firmly believes.

Peer accreditation—with its focus on self-regulation—is yet another collegial aspect of education that has attracted Grace Brown's attention. She served as an evaluator for the North Central Association from 1987-1992 when she was Provost of Cuyahoga Community College in Ohio. She has also served as a NEASC evaluator, most recently at the Community College of Rhode Island in April 1994.

Evaluation has been only a part of Dr. Brown's service to the NEASC. She is also a member of the 1994 NEASC Nominating Committee (which nominates new appointments to the NEASC Executive Committee), and she has served as a member of the NEASC School/College Relations Committee during 1994.

Dr. Brown is particularly pleased to be part of an Executive Committee that brings together representatives from schools, colleges and the public sector. She notes, "NEASC's member institutions all serve students; schools and colleges simply serve them at different stages in their development—with each institution preparing some students for work but others for further study. I am proud to serve an accrediting agency whose organizational structure focuses on the similarities, not the differences, in the educational purposes of schools and colleges."

# 20 RCC Students Nominated

Vice President Rose proudly reported at the February 28 Board of Trustees' Meeting that twenty RCC students have been nominated and selected for the 1995 Talent Rooster of Outstanding Minority Transfer Students from two-year colleges.

All of them are enrolled in a transfer program with an interest in pursuing their first baccalaureate degree and currently hold a G.P.A. of 3.00 or higher.

Name	Major	G.P.A.
Lucresla A. Adams	Liberal Arts	3.21
Lenoard A. Adamson	English & Literature	4.00
Chester Brooks	Business & Commerce	3.67
Phillip Durant	Mathematics & Statistics	3.72
Mona C. Fuller	Mathematics & Statistics	3.00
Sonia A. Galvez	Psychology	3.80
Tomas Gonzalez	Social Sciences	3.70
Haile F. Jacob	Liberal Arts	3.76
Cynthia M. Jones	Social Sciences	3.70
Natalie A. Jones	Communications	3.71
Vincent L. Lampley	Social Sciences	3.66
Donna L. Landry	Liberal Arts	3.13
Lisa M. Maga	Liberal Arts	3.15
Altagracia P. Mayers	English & Literature	3.75
Andrea A. Raye	Education	3.75
Kelvin Sanders	Biological Sciences	3.29
Marilyn J. Smith	Health & Medical	3.68
Patricia D. Stephens	Liberal Arts	3.07
Fannie L. Stewart	Liberal Arts	3.35
Denise E. Watson	Liberal Arts	3.10

*Congratulations!*